

4 month reporting date 6/22/06 Received 6/21/06
8 month reporting date 10/22/06Received 10/19/06
Closed 10/19/06

Jones County School District Improvement Plan/Progress Report Form

Scheduled Date of Completion:

Principle Three: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:21. Transition to preschool program. Each local school district shall develop policies and procedures for the transition of children participating in the early intervention program under Part C of the Individuals with Disabilities Education Act (IDEA) who are eligible for participation in preschool programs under Part B of IDEA.

ARSD 24:05:25:04. Evaluation procedures. School districts shall ensure, at a minimum, that evaluation procedures include the following: 1) A variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parents that may assist in determining whether the child is a child with a disability and the content of the child's IEP. 2) The child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.3) The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified;

Through a review of two student files, the monitoring team concluded the district's procedures for the transitioning children from the Part C program to the Part B program did not meet minimum requirements. Referral documentation was not available in either record. Through interview, the teacher stated all previous evaluation information used for Part C eligibility was used for Part B eligibility; however, there was no documentation to support this occurred. There was no evidence of parental prior notice/consent or parent input into the initial evaluation for the Part B program. In one of the student records the parents expressed concern that their child may have autism after the district determined the child eligible for Part B services. The district did respond with additional evaluation, however, had the district acquired input from the parents during the initial evaluation the child would have been evaluated in all areas of suspected disability at the time of initial placement.

Through file review the monitoring team determined a third student on the 2004 child count did not receive a sufficiently comprehensive evaluation to support the disability category 545. There were no ability scores or achievement scores in the file, no functional evaluation results summarizing the educational impact of the hearing loss, and no report summarizing the hearing evaluation.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the evaluation process meets the minimum requirement.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will ensure each student on child count has received a sufficiently comprehensive evaluation to support the disability category and develop the content of the child's IEP, including those students transitioning from Part C to Part B.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will evaluate a student in all areas of suspected disabilities, including functional assessment as part of the evaluation process, including those students transitioning from Part C to Part B.</p> <p>What data will be given to SEP to verify this objective? The district will review 100% of the evaluation/reevaluation conducted during the reporting period and report the following:</p> <ol style="list-style-type: none"> 1) The number of files reviewed 2) The number of files in which the student was evaluated in all areas supporting the disability category listed on the prior notice. 3) The number of files in which functional evaluation was conducted to determine the educational impact of the disability. 	3/24/07	Special Education Director and Special Education Staff	Goal Met 6/21/06
<p>Please explain the data (4 month) June 19, 2006 The Jones County School District staff reviewed one file Transition from Part C to Part B and two new referrals for child age 4 and a child age 13. In three of three student files the child was evaluated in all areas of supporting the disability category. Three of three files included functional evaluation.</p>			
<p>2. What will the district do to improve? The district will consider and document parental input into the evaluation process.</p> <p>What data will be given to SEP to verify this objective? The district will review 100% of the evaluation/reevaluation conducted during the reporting period and report the following:</p> <ol style="list-style-type: none"> 1) The number of files reviewed 2) The number of files in which the parental input was documented on the prior notice/consent to evaluate 3) The number of files in which the student was evaluated in those areas requested by the parent. 	3/24/07	Special Education Director and Special Education Staff	Goal Met 10/19/06

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Please explain the data (4 month) June 19, 2006 Two of three files reviewed included parent input into the evaluation process and was documented on the prior notice consent for evaluation form. The speech therapist did not document parental input on the prior notice for consent form. One student was referred by the parent and areas requested by the parent were included in the evaluation.			
Please explain the data (8 month) Oct. 19, 2006 4 of 4 files reviewed included parent input into the evaluation process and were documented on the prior notice consent for evaluation form. In 4 of 4 files the student was evaluated in the areas requested by the parent.			
Please explain the data (12 month)			
3. What will the district do to improve? The district will have the referral document in the student's file when the student is referred for evaluation as part of the transitioning from Part C to Part B. What data will be given to SEP to verify this objective? The district will review 100% of the files in which the student transitioned from Part C to Part B during the reporting period and report the following: 1) The number of files reviewed 2) The number of files which contained a referral from Part C to Part B. 3) The number of students evaluated 4) The number of students determined eligible for part B.	3/24/07	Special Education Director and Special Education Staff	Goal Met 6/21/06
Please explain the data (4 month) In one of one students file where student transitioned from Part C to Part B, the referral is included in the student file. The student was not eligible for services under Part B.			

Principle Four: Procedural Safeguards
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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD:24:05:30:15. Surrogate parents. Each school district shall establish procedures for the assignment of a surrogate parent to ensure that the rights of a child are protected if no parent can be identified and the district, after reasonable effort, cannot discover the whereabouts of a parent or if the child is a ward of the state. The district shall ensure that a person selected as a surrogate has no interest that conflicts with the interest of the child the surrogate represents and has knowledge and skills that ensure representation of the child. The district is responsible for the training and certification of surrogate parents and shall maintain a list of persons who may serve as surrogate parents.

Through staff interview the monitoring team validates the steering committee findings under the provision procedural safeguards. The district has not maintained a list of persons who may serve as a surrogate or trained them for these services.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will follow and implement all procedural safeguards.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will have on file a list of person/s who may serve as a surrogate parent.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? The district will develop and maintain a list of person/s who the district has trained to act as a surrogate parent when needed. What data will be given to SEP to verify this objective? The district will report the number of persons on their surrogate list and the date of the training.	May 15, 2006	Special Education Director	(completed by SEP) May 3, 2006 Goal Met 6/21/06

Please explain the data (4 month)

Jones County School district has a list on file of persons who have accepted the responsibility of serving as surrogate parents.

Principle Five: Individualized Education Program

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<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:27:01.02. Development, review, and revision of individualized education program.</u> In developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the student, and as appropriate, the results of the student's performance on any general state or district-wide assessment programs.</p> <p><u>ARSD 24:05:27:01.03. Content of individualized education program.</u> Each student's individualized education program shall include: A statement of the student's present levels of educational performance, including: For each student beginning at age 16 or younger, if determined appropriate by the placement committee, a statement of the needed transition services.</p> <p>Through file review the monitoring team determined when the district addresses the present level of performance of the individualized education program it does not consistently ensure the educational strengths and needs of the student, including transition link to the most recent evaluation. In five of eight files reviewed the strengths and needs identified on the present level of performance did not link back to evaluation because the functional was either not done or not summarized into a report form.</p>			
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures IEPs contain all required content.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district ensures the strengths and needs identified on the present level of performance link to the most recent evaluation.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>

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<p>1. What will the district do to improve?</p> <p>When developing the strengths and needs on the present level of performance of the IEP, the district will ensure the strengths and needs listed link directly to the academic, behavioral and/or transition functional report.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will review all evaluation/reevaluations conducted during the reporting period and will report the following:</p> <ol style="list-style-type: none"> 1) The total number of files reviewed that contained a summarized functional report 2)The number of transition age(16 and older) files reviewed and the number of those files that the strengths and needs on the PLOP linked directly to the functional evaluation report. 3)The number of non-transition age files reviewed and the number of those files that the strengths and needs on the PLOP linked directly to the functional evaluation report. 	<p>3/24/07</p>	<p>Special Education Director and Special Education Staff</p>	<p>(completed by SEP) Goal Met 10/19/06</p>
<p>Please explain the data (4 month)</p> <p>In three of three files reviewed a summarized functional assessment report is included in the file. There are no student files to report at this time for transition (16 and older). In one of three student files reviewed strengths and needs were identified and linked to evaluations on the Present Levels of Performance. In one file of student age 13 who did not qualify for services, there was no IEP coversheet or Present Levels of Performance, only an MDT report. In one of one students file where a child transitioned from Part C to Part B Present Levels of Performance are not linked to functional evaluation.</p>			
<p>Please explain the data (8 month)</p> <p>In 4 of 4 files reviewed a summarized functional assessment report is included in the files. In of 1 of 1 transition (16 and older) files reviewed contained strengths and needs on the PLOP that was linked directly to the functional evaluation report. In 3 of 3 non-transition files reviewed strengths and needs on the PLOP linked directly to the functional evaluation report.</p>			
<p>Please explain the data (12 month)</p>			

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<p>2. What will the district do to improve?</p> <p>The district will provide training to all special education teachers regarding functional evaluation (educational, transition, behavioral, social, etc), summarizing functional evaluation into a report form and how the strengths and needs on the present level of performance link to functional evaluation.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will report the following:</p> <ol style="list-style-type: none"> 1) Date training was completed 2) Assurance that all required staff participated 3) Name of trainer 	<p>3/24/07</p>	<p>Special Education Director and Special Education Staff</p>	<p>Goal Met 6/21/06</p>
<p>Please explain the data (4 month)</p> <p>On May 1, 2006 Barb Boltjes provided training to the middle and high school special education teacher, Marilyn Strait, speech therapist, Bridget Ambur, and Lorrie Esmay, elementary special education teacher.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			